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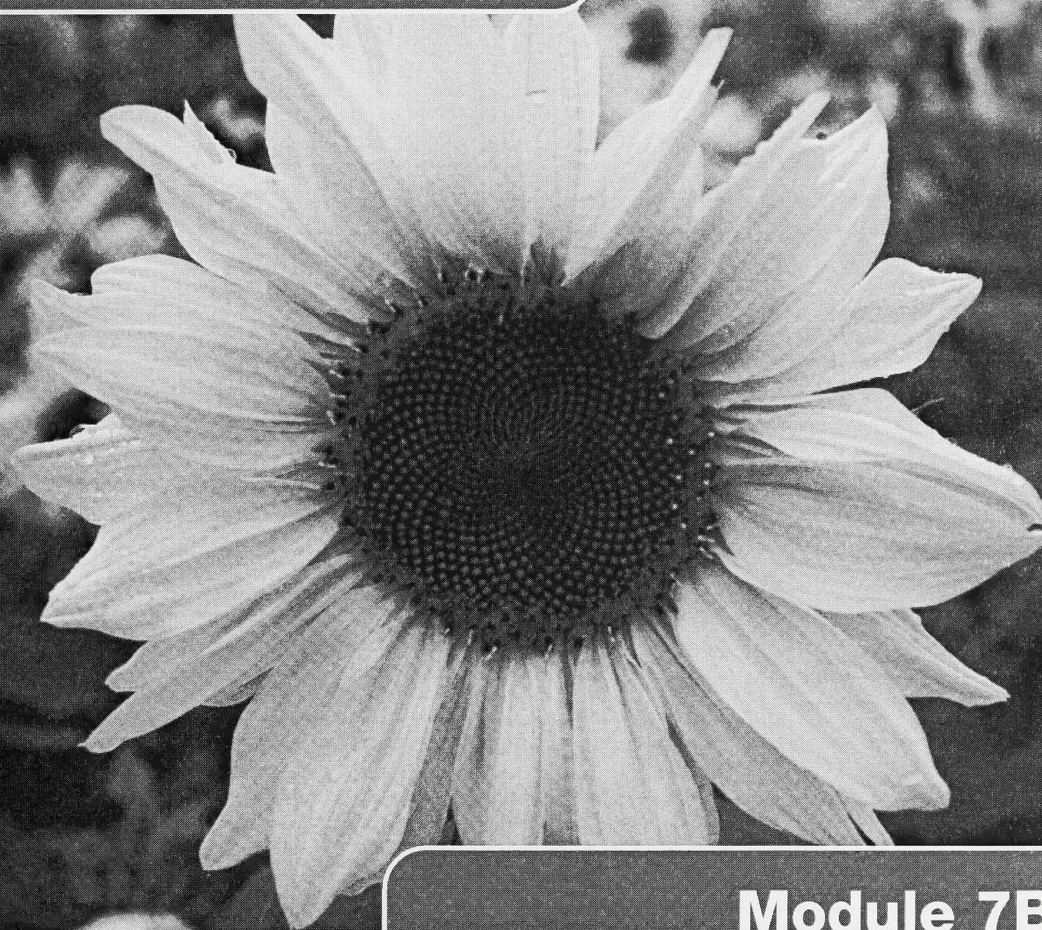
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Grade Three

Thematic

Home Instructor's Guide and Assignment Booklet



Module 7B:

Listen, Touch, Taste

Day 10 to Day 18



Learning
Technologies
Branch

Alberta
EDUCATION

Grade Three Thematic
Module 7B: Listen, Touch, Taste
Home Instructor's Guide: Days 10–18 and Assignment Booklet 7B
Learning Technologies Branch
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lth>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

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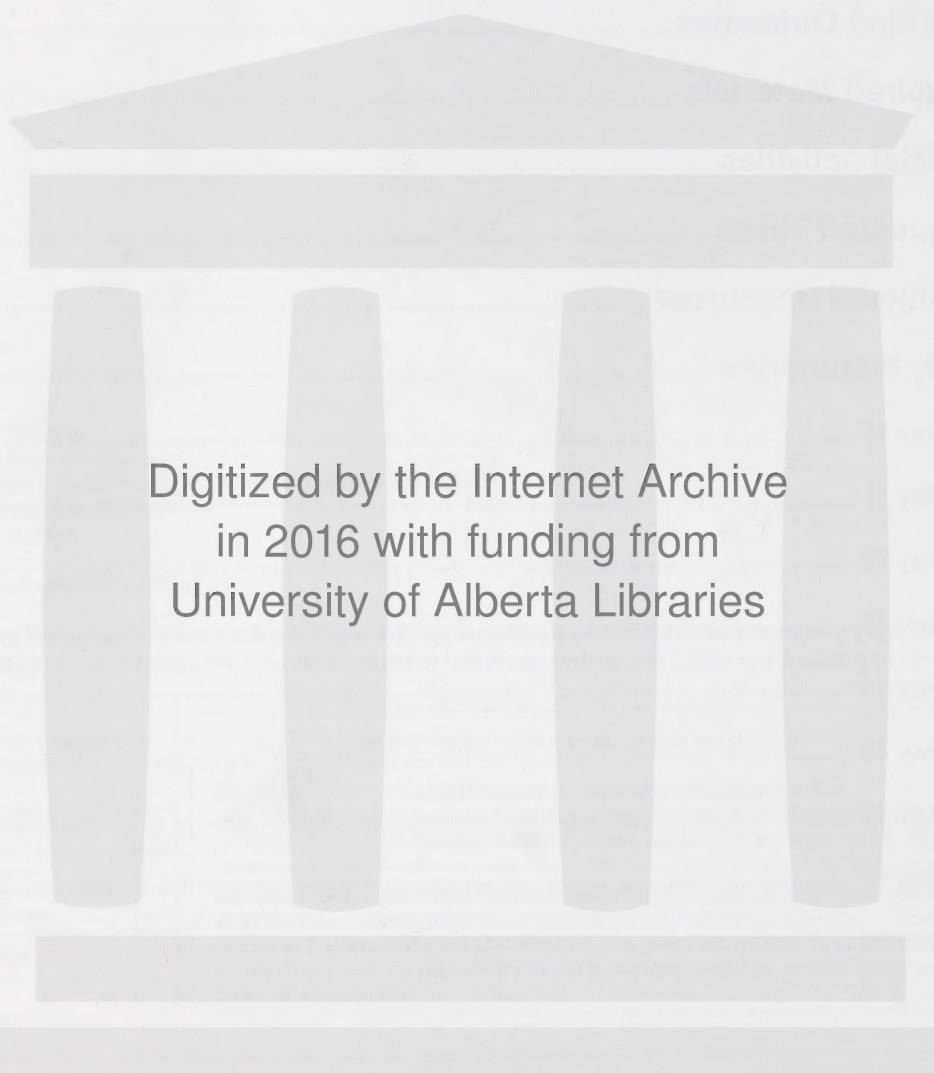
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Table of Contents

Module 7B: Listen, Touch, Taste	5
Learning Outcomes	5
Required Materials	7
Special Activities	8
Suggested Times	9
Additional Resources	9
Daily Summaries	11
Day 10	11
Day 11	12
Day 12	13
Day 13	15
Day 14	16
Day 15	17
Day 16	18
Day 17	19
Day 18	19



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Module 7B: Listen, Touch, Taste

In Module 7B the senses of smell and taste are explored. The student continues to collect and use sensory words in personal writing. Following oral and written directions is emphasized in English language arts activities. The student also practises giving oral and written directions.

The other emphasis in this part of the module is on the social studies topic Communities in the World. The student learns more about communities in other countries. The foods, jobs, traditions, languages, and quality of life of people from other countries are studied and compared with those in Canada. The student learns about human rights and world humanitarian groups.

In Module 6A the student began self-marking the work in the Student Module Booklet with your assistance. Continue to monitor your student closely as he or she self-corrects the activities. Be sure that the student completes the activities in the Student Module Booklet before looking at the answers. Show the student how to locate each question and how to compare the answers. Explain that the student's own wording may not be exactly the same as the given answer, but the meaning should be the same. Be sure the student has written the correct answer in the case of incorrect responses. Encourage the student to use a different colour pen for the corrections. It is important that the work be corrected for future reference and study.

The Home Instructor's Guide for Module 1A contains general information about the course components, additional resources, role of the home instructor, time commitment, and assessment. If you do not have access to the Home Instructor's Guide for Module 1A, contact your school or teacher to obtain this important information.

Before beginning this module, borrow library books for shared reading and silent reading. Choose books, articles, and anthologies about the cultures of various communities around the world and the senses of taste and smell.

Learning Outcomes

Science, Social Studies, and English Language Arts

Science outcomes for this portion of the module include several science inquiry skills, such as the following:

- stating predictions
- identifying and carrying out procedures
- identifying materials
- recording observations
- stating an inference
- identifying applications

Social studies outcomes include the following:

- appreciating similarities and differences among people and communities
- demonstrating an awareness of and interest in the beliefs, traditions, and customs of groups and communities other than their own
- examining the social, cultural, and linguistic characteristics that affect quality of life in communities in other parts of the world
- examining the geographic characteristics that shape communities in other parts of the world
- examining economic factors that shape communities in other parts of the world

- exploring the concept of global citizenship
- recognizing how their actions might affect people elsewhere in the world and how the actions of others might affect them
- respecting the equality of all human beings

English language arts outcomes include the following:

- applying word-analysis strategies
- applying phonetic generalizations to read words
- identifying types of literature
- responding to a variety of texts and genres
- reading silently with accuracy and confidence
- developing a variety of comprehension strategies, including setting a purpose for reading
- using a dictionary to confirm meaning
- using syntactic (context) clues
- making inferences about a character
- editing for complete and incomplete sentences
- appraising own and others' work
- experimenting with ways of generating ideas
- finding information to answer questions
- extracting appropriate information from a text
- identifying ways stories are enhanced by the use of sensory words
- summarizing main ideas
- writing, revising, and editing
- using proper alignment, shape, and slant for cursive writing
- using standard grammar, spelling, and punctuation in written work

To develop spelling and reading skills in this part of the module, phonics and spelling activities focus on words with more than one syllable.

Music

Provide a variety of musical opportunities for the student. If possible, play examples of music from each of the countries that are visited in this module. Folk music and contemporary music from Ghana, Senegal, Egypt, India, Italy, and Mexico may be listened to. You may wish to study dances from these countries as well.

Art

To extend your student's understanding of each country, choose a traditional art or craft from the country for your student to explore. Show examples of the art form in resource materials and then assign a project for each art form. The student could make a batik shirt or skirt after learning about clothing in Ghana; draw a hieroglyph message after learning about Egypt; make a mask after learning about Senegal; make jewellery after looking at traditional Indian jewellery designs. There are several children's craft books available that outline crafts from different countries.

There are two assigned art projects in this module—creating a piñata and painting an illustration for an original poem. The objectives met in these projects include using papier-mâché, using watercolours, creating a three-dimensional sculpture, mixing paints to show intensity of colour, and illustrating subject matter visually.

Physical Education and Health and Life Skills

Daily fitness activities are strongly recommended.

Technology

The student may use the Internet or encyclopedia software to find out more about world communities. The Internet is also useful for finding currency values.

Required Materials

The student will need the following items for Module 7B:

- Module 7B Student Module Booklet
- Module 7B Assignment Booklet
- *Collections: Super Senses!*
- junior dictionary
- *Modern Curriculum Press Phonics: Level C*
- atlas
- Writing Folder
- interlined notebook or paper for handwriting
- Art Folder
- *Grade Three Thematic Audio CD*
- blank audiotape and tape recorder or computer with recording capability
- grapefruit, apple and raw potato slices, sugar, salt, lemon juice, tonic water or onion juice, toothpicks
- multicoloured jellybeans
- white or yellow yams (not sweet potatoes) and butter
- a ripe papaya and lime juice or the ingredients for Egyptian spice dip (carrots, sesame seeds, coriander seeds, cumin seeds)
- plain yogurt, a cucumber, raisins
- canned black beans, taco shells, shredded cheese, lettuce, tomatoes
- tomatoes, fresh basil, olive oil, Italian or French bread
- a large paper bag or a very large, round balloon and wallpaper paste or flour
- crêpe paper or tissue paper, yarn or string

- an assortment of candies, toys, and balloons for the piñata
- watercolour paints and brushes

Special Activities

This module includes several recipes that require ingredients that you may not have in your home. Plan to gather the ingredients beforehand. See the Required Materials list for these ingredients.

Experiments

Day 10: Taste experiments are completed.

Cooking Activities

Day 12: fufu

Day 13: fresh papaya with lime or Egyptian spice dip

Day 14: yogurt with cucumber and raisins

Day 15: bruschetta

Day 16: tacos

Art Projects

Day 16: Mexican piñata

Day 18: watercolour illustration

Enrichment Activities

It will greatly enhance your student's learning if you can gather illustrated or photographic books about each of the countries that will be studied. Related audiovisual materials would also be very helpful. Extend the student's knowledge about each country by discussing the daily life of people in the country, cultural aspects, celebrations, and interesting sites from each place.

Day 13: Egypt and Senegal

Day 14: India

Day 15: Italy

Day 16: Mexico

Suggested Times

The general schedule for the day is as follows:

Activity	Time
Introduction and Getting Started	5–10 minutes
English Language Arts (includes reading, writing, spelling, and phonics)	60–90 minutes
Math	45 minutes
Physical Education and Health and Life Skills	15–30 minutes
Silent Reading	15 minutes
Thematic Activities	60–90 minutes
Story Time	15 minutes
Looking Back	15 minutes

Exceptions to this general time schedule will be noted in the daily summaries. Not all activities will appear each day.

Additional Resources

The following books may be available at your local library or bookstore. Your local librarian may be able to suggest additional or alternative books.

Fiction: Anthologies

Tales of an Ashanti Father, Peggy Appiah
Amzat and His Brothers: Three Italian Tales, Paula Fox
The Eagle and the Rainbow: Timeless Tales from Mexico, Antonio Hernández Madrigal
The Jungle Book: The Mowgli Stories, Rudyard Kipling
Just So Stories, Rudyard Kipling

Fiction: Short Stories and Picture Books

Anansi Does the Impossible: An Ashanti Tale, Verna Aardema
Borregueta and the Coyote: A Tale from Ayutla, Mexico, Verna Aardema
Why Mosquitoes Buzz in People's Ears: A West African Tale, Verna Aardema
The Lizard and the Sun, Alma Flor Ada
Fiesta Fireworks, George Ancona
Kofi and His Magic, Maya Angelou
Manu and the Talking Fish, Roberta Arenson
The Story of Little Babaji, Helen Bannerman
The Rajah's Rice: A Mathematical Folktale from India, David Barry
The Shipwrecked Sailor: An Egyptian Tale with Hieroglyphs, Tamara Bower
Where Fireflies Dance, Lucha Corpi

Pancho's Piñata, Stefan Czernecki and Timothy Rhodes
Nine Days to Christmas, Marie Hall Ets and Aurora Labastida
Days of the Blackbird: A Tale of Northern Italy, Tomie dePaola
The Lady of Guadalupe, Tomie dePaola
The Legend of the Poinsettia, retold by Tomie dePaola
Croco'nile, Roy Gerrard
People of Corn: A Mayan Story, Mary-Joan Gerson
The Day of Ahmed's Secret, Florence Parry Heide and Judith Heide Gilliland
The Magic Maguey, Tony Johnston
Uncle Rain Cloud, Tony Johnston
Anansi and the Talking Melon, retold by Eric A. Kimmel
A Gift for Abuelita: Celebrating the Day of the Dead, Nancy Luenn
The Orphan Boy, Tololwa M. Mollel
Caterina, the Clever Farm Girl: A Tale from Italy, Julianne Peterson
How to Make an Apple Pie and See the World, Marjorie Priceman
Today Is the Day, Nancy Riecken
Savitri: A Tale of Ancient India, retold by Aaron Shepard
The Day Gogo Went to Vote: South Africa, April 1994, Elinor Batezat Sisulu
Chato's Kitchen, Gary Soto
Crocky Dilly, Philemon Sturges
The Very Hungry Lion: A Folktale, Gita Wolf
The Woman Who Outshone the Sun: The Legend of Lucia Zenteno, Rosalma Zubizarreta

Fiction: Chapter Books

The Fragile Flag: The Hall Family Chronicles, Jane Langton

Poetry

Talking Like the Rain: A Read-to-me Book of Poems, selected by X. J. and Dorothy Kennedy
Never Take a Pig to Lunch and Other Poems About the Fun of Eating, Nadine Westcott

Non-Fiction

Master Weaver from Ghana, Gilbert "Bobbo" Ahiagble and Louise Meyer
Postcards from Egypt, Helen Arnold
Postcards from Mexico, Helen Arnold
Mexico, Mary Berendes
Ghana: Enchantment of the World, Ettagale Blauer
Kids Around the World Create! The Best Crafts and Activities from Many Lands, Arlette Braman
Kente Colors, Deborah M. Chocolate
Journey Through Italy, Colin Clark
India, David Cumming
I is for India, Prodeepta Das
Welcome to My Country: Welcome to Egypt, Nicole Frank and Susan L. Wilson
Welcome to My Country: Welcome to Italy, Nicole Frank and Josephine Sander Hausam
Traditions from Africa, Vivien Golding
Global Art: Activities, Projects, and Inventions from Around the World, MaryAnn Kohl
Traditional Crafts from Africa, Florence Temko
Traditional Crafts from Mexico and Central America, Florence Temko

Internet

Search using the keywords *taste* and *smell* and the names of individual countries.

- *United Nations* (Go to number 5: What the UN does for development.)
<http://www.un.org/Overview/brief.html>
- *Atlappedia Online*
<http://www.atlappedia.com> (Go to *countries* and then *India*.)
- *Currency Converter*
<http://finance.yahoo.com/m3?u>
- *Fact Monster*
<http://www.factmonster.com>

Daily Summaries

Read each day's summary in this guide and familiarize yourself with the lesson before instructing the student. Materials that are used often are not listed under the materials listed for each day. They should be available in the student's Course Container, and the student should be responsible for gathering them. The daily materials list is meant only to help you prepare for unique activities.

You will have to decide how much practice the student needs when introducing new concepts. If you feel further practice is needed, you can extend the activities or create new tasks for the student.

Day 10

Learning Outcomes

Day 10 begins with an exploration of favourite foods and those the student doesn't like. New sensory words are added to the Sensory Words Chart. The eight spelling words for the module are introduced in the pretest. Syllabication rules are begun. Experiments involving the senses of taste and smell are carried out.

Materials You Need Today

- grapefruit
- apple and raw potato slices
- sugar, salt, lemon juice, tonic water or onion juice, toothpicks
- multicoloured jellybeans

Getting Started

The student makes a list of favourite foods and describes how each of the foods tastes. Foods that are disliked are also discussed. After the student has completed questions 1 and 2, look back through the words together and add words that describe smells or tastes to the sensory chart that you began on Day 6 of Module 7A.

“Crabs for Dinner”

In today’s selection the student reads about a young boy who at first dislikes some of the food his mom cooks, but tries them and finds out that he likes them after all. As the student reads the story, he or she searches for words that describe the food.

Spelling

The spelling list for Days 10 to 18 includes eight high-frequency words with more than one syllable. Dictate the words when the student is ready to write the Spelling Pre-test.

Say each word. Say the word in a simple sentence and repeat the word.

These are the spelling words:

- excellent
- leaving
- hamburger
- thankful
- another
- laughter
- understand
- answer

Phonics

Over the next few days the student will learn several rules for dividing words into syllables. Syllabication is an important reading skill, since it allows the student to separate parts of words and to analyze them in order to read or spell them. Today’s rules follow:

Rule 1: A one-syllable word is never divided.

Rule 2: Divide a compound word between the two or more smaller words that make up the compound word.

Taste It!

Two simple experiments from *Super Senses!* are assigned to the student. Assist your student as necessary. An experiment about the properties of the tongue is also completed.

The day ends with an activity in which the student finds how sight and taste are linked.

Day 11

Learning Outcomes

After discussing some customs or traditions the student has learned from visitors from other countries, the story “Crabs for Dinner” is recalled and reread. The spelling list words are selected for study, and challenge words added. The student locates Ghana on a map of Africa and compares life in Ghana to life in Canada.

Getting Started

The student discusses things that he or she has learned from visitors from another country and from grandparents or other elders in the family or community.

“Crabs for Dinner”

The student will retell the story in his or her own words. The story is then read again, and the student summarizes what the children in the story learned about Ghana. Other activities include a discussion of how the characters felt and how these feelings changed over the course of the story.

Spelling

Help the student choose three challenge words. If you have noticed any high-frequency words spelled incorrectly in the student’s written work, assign them as challenge words. Some other words you may want to consider are the following:

- | | | |
|--------------|---------------|----------|
| • traditions | • people | • Ghana |
| • culture | • recipe | • Egypt |
| • import | • ingredients | • India |
| • export | • utensils | • Italy |
| • country | • directions | • Mexico |

Ghana

After finding Ghana on a map of Africa and using the atlas to answer some questions, the student reads some facts about Ghana. Life in Ghana is compared to life in Canada.

Day 12

Learning Outcomes

The day begins with a listening activity to develop auditory memory and the ability to follow oral directions. The student is also introduced to the concept of staple foods. Spelling words are studied in context with sentence dictation, and syllabication is further practised. The student selects a traditional family recipe to record and to practise handwriting skills.

Materials You Need Today

- white or yellow yams (not sweet potatoes)
- butter
- potato masher

Getting Started

The student is asked to discuss why people from different areas of the world eat different foods.

Fufu, Palm Nut Soup, and Crab

After listening to a recorded recipe, the student answers some questions and follows the oral directions to make the recipe. As your student works on this activity, observe how well he or she can listen to the recorded information and follow the instructions. Before the student begins, ask him or her to tell you the ingredients and the procedure. Did the student remember everything or did he or she have to replay the selection? At the end of this module you will be asked to comment on your student's auditory memory and ability to follow oral directions.

If you cannot find yams, try the following version of fufu instead. Read the recipe aloud, ask the student to repeat the ingredients and directions, and then help the student prepare the recipe.

Instant Fufu

(from <http://www.congocookbook.com>)

2 cups instant mashed potatoes
2 cups biscuit mix or 2 cups cassava flour (or tapioca)
6 cups water

Boil the water in a large pot. Add the instant mashed potatoes and the biscuit mix or cassava flour to the water. Use a strong wooden spoon and stir constantly for 10 to 15 minutes. You may need two people—one to hold the pot and one to stir. It must be stirred constantly to avoid burning. The fufu should be very thick. If it seems thinner than mashed potatoes, add more of the dry ingredients. Shape the fufu into balls. One way to do this is to put a cup of fufu into a bowl with a few spoonfuls of warm water and shake the bowl back and forth until the fufu shapes itself into a ball.

Serve the warm fufu with meat stew or soup.

Spelling

Spelling Dictation Steps

- Prepare a space on the blackboard or on chart paper for the spelling sentences.
- Say the spelling word.
- Dictate (say) the complete sentence. Repeat the spelling word.
- Pause for a moment and then repeat the entire sentence.
- Give the student enough time to write the sentence.
- Print the sentence correctly on the board or on chart paper.
- Give the student time to make self-corrections. Discuss why any errors occurred.
- Check the student's work to make sure each self-correction is accurate.
- Continue to dictate the sentences, one at a time, until they have all been written.

Tell your student to think carefully about the sentence before adding the punctuation. Some of the sentences are statements, some are questions, some are commands, and some are exclamations.

Dictation Sentences

- **hamburger:** May I have a hamburger?
- **excellent:** The play was excellent.
- **another:** Would you like another one?
- **understand:** You don't understand!
- **leaving:** She is leaving now.
- **thankful:** What are you thankful for?
- **laughter:** I heard laughter from the living room.
- **answer:** Answer the question.

A Family Recipe

In this activity the student listens while you give an oral recipe. Help the student select a simple traditional family recipe. State the ingredients first and then give the instructions. Observe your student's ability to listen and recall directions. The student also records the recipe and writes it in handwriting.

You may wish to cook the family recipe with the student as well.

Day 13

Learning Outcomes

Today begins with a discussion of the source countries of some of the student's favourite foods. The student follows directions to make a recipe and adds new sensory words to the Sensory Words Chart. Spelling words are studied using syllabication. Egypt and Senegal are studied, and problems facing some African communities explored. The idea that other world countries help people in places experiencing problems is introduced.

Materials You Need Today

- a ripe papaya and lime juice or the ingredients for Egyptian spice dip (See page 61 of *Super Senses!*)

Getting Started

The day begins with a discussion about food and where the student's favourite food originated. The student may not realize that many of his or her favourite foods originally came from other countries and communities. Discuss foods such as pizza, pyrogies, chow mein, and chocolate.

More Recipes

After examining the parts that make up a recipe, the student reads two recipes and answers questions about them.

The student chooses one recipe and follows the written directions to make the food. Observe the student as this is done. Can he or she follow written directions accurately and independently?

To continue to build his or her writing vocabulary, the student comments on the taste of the food that was prepared.

Spelling

The student breaks the spelling words into syllables.

Two African Countries

Over the next few days the student will read and follow recipes to taste foods from different countries. It will greatly enhance your student's learning if you can gather illustrated or photographic books about each of the countries that will be studied. Extend the student's knowledge about each country by discussing the daily life of people in the country, cultural aspects of the country, and interesting sites from each place.

Egypt and Senegal are studied in today's activity. The two countries are located in the atlas and on the student's world map. The student uses map skills to answer several questions.

The student studies photographs and reads a table to learn more about the life of people in the two African countries.

Communities Helping Other Communities

The student is introduced to the idea that world countries, communities, and agencies may help people in places that are experiencing problems. Depending upon your student's interest and maturity level, you may want to explore other global problems. Discuss any local projects or organizations that help world communities.

After reading the article, the student expresses an opinion about helping other countries and thinks about how Canadian communities could help.

The United Nations website has information about ongoing projects. You and your student can explore how the UN helps with development at the following website:

<http://www.un.org/Overview/brief.html> (Go to number 5: What the UN does for development.)

Day 14

Learning Outcomes

Today begins with the student locating India on the world map and making predictions about life in India. The student follows directions to prepare an Indian recipe. The terms *imports* and *exports* are introduced. Research is conducted to determine imports and exports in India and the type of money used in India. Spelling words are practised in context and written in handwriting.

Materials You Need Today

- plain yogurt, a cucumber, raisins

Getting Started

To begin the day, the student compares Indian and African elephants. The student recalls the story "Roses for Gita" and makes predictions about India's climate. The student also finds India in the atlas or on a globe and adds India to his or her world map.

Food in India

The food and lifestyle of rural people in India is discussed. The student then reads the recipe from “Round the World Recipes” in *Super Senses!* If necessary, assist the student in preparing the recipe.

More About India

The student reads more information about India and looks in the home for clothing imported from India. Show the student how to look at the labels in clothing. Help him or her find clothing, shoes, or other products that were made in India. The terms *import* and *export* are introduced. The student uses keywords to search for information in resource materials or on the Internet. You may need to monitor and guide the student in the search for information about the main languages of India, the imports, and the exports.

The following websites may be useful:

- *Atlapedia Online*
<http://www.atlapedia.com/index.html>
- *Fact Monster*
<http://www.factmonster.com>

Money Around the World

In this part of the lesson the student learns that most countries have their own currency. This may be a hard concept for some students to understand. If you have any foreign coins or bills, show them to the student and discuss their value in relation to the Canadian dollar.

Help the student find the current value of the Indian rupee. Currency values are published daily in most newspapers, or you can look up a currency exchange site on the Internet. The following site may be useful:

- *Currency Converter*
<http://finance.yahoo.com/m3?u>

Day 15

Learning Outcomes

Italy is located on the world map. The student’s experiences with Italian food are discussed. Map skills are applied. The goods and services produced in Italy are discussed, and the monetary system is researched. The concept of law is introduced. Syllabication is studied and spelling words are reviewed.

Materials You Need Today

- tomatoes, fresh basil, olive oil, Italian or French bread

Getting Started

The student thinks about favourite foods that come from Italy. Italy is found in the atlas or on a globe. A map skills assignment is completed and Italy is added to the world map.

Food in Italy

Food that is grown and served in Italy is discussed. The student follows written directions to make bruschetta.

More About Italy

The goods and services produced in Italy are discussed. The student looks in the home for products from Italy. The student also learns about tourism in Italy.

At the end of the activity the student is asked to find out the name of the currency used in Italy and the current value of it. Discuss where the student is likely to find this information.

Day 16

Learning Outcomes

The day begins with a discussion of Mexico and with locating and identifying Mexico on the world map. The student follows a recipe from Mexico. Graphs comparing jobs in Mexico and Canada are read and interpreted. Syllabication is further studied. The day ends with the student following instructions to build a piñata.

Materials You Need Today

- canned black beans, taco shells, shredded cheese, lettuce, tomatoes
- a large paper bag or a very large balloon, newspaper, and wallpaper paste or flour
- crêpe paper or tissue paper, yarn or string
- an assortment of candies, toys, and balloons for the piñata

Getting Started

The day begins with a discussion about Mexico. The student talks about things that he or she knows about Mexico, finds the country in the atlas, and adds it to the world map started in Module 7A.

Food in Mexico

After learning about some of the foods that are grown in Mexico, the student reads a recipe in *Super Senses!* and follows instructions to prepare tacos. You may wish to do this activity just before a meal and serve the tacos for lunch or supper.

More About Mexico

The student views photographs and reads to find out more about Mexico. You may wish to supplement this information with resource materials about Mexico that you have gathered. In the Assignment Booklet, the student reads and interprets graphs about jobs in Mexico and Canada.

Two ways to make a piñata are described. The student is asked to choose one method and to follow the directions. Provide supervision when the piñata is broken to make sure all participants stand well back to prevent any injuries.

Culminating Challenge Activity

You may want to look for products from Italy, Egypt, Mexico, Ghana, or Senegal the next time you go shopping. You could look in different types of stores to find a range of products. To make the activity more fun, you could create a scavenger hunt asking the student to find a product from each of these countries and any other countries you choose. Be sure to set rules so that the student knows how store merchandise must be handled. Monitor the student carefully to ensure the rules are followed.

Day 17

Learning Outcomes

The student reads two poems and looks for sensory words and comparisons that create images. Spelling words are studied and syllabication is practised. Various groups that offer aid to countries and communities experiencing problems are investigated.

Getting Started

The student recalls some stories from *Super Senses!* and thinks about some images from the stories. The student tells about his or her favourite poem. Discuss why the student likes this poem.

“Chimes and Tingles”

The student reads two new poems and discusses how the authors use sensory words to create vivid images.

The student adds words and phrases to the Sensory Words Chart that you began on Day 6 of this module.

In the Assignment Booklet the student tells which poem he or she likes best and explains why.

Groups That Make a Difference in the World

In this activity the student learns about the United Nations, human rights, and some groups that work with people around the world to reduce poverty and hunger. The student is asked to find the names of at least three groups. You may need to help the student locate the information. Almost any article about world problems names some of the groups that are helping alleviate these problems. Look in current newspapers or newsmagazines and on the Internet for this information.

Day 18

Learning Outcomes

The day begins with a discussion of how writers use personal experience. The student follows a pattern to write an original poem using sensory words and comparisons. Another syllabication rule is introduced and applied and the spelling test is written. A picture is painted to accompany the poem the student wrote.

Materials You Need Today

- watercolour paints and brushes

Getting Started

To get ready for today's activities, the student reviews the Sensory Words Chart that was started in Module 7A. After the student reads the words and phrases aloud to you, additional words may be added.

Student Writing

The student reads and responds to two student selections. The idea that most writers write from personal experience is introduced.

Your Turn to Write

The student uses the pattern from the poem "Icicles" to write an original poem.

Spelling

Say each word. Say the word in a sentence and then repeat the word. Also test the student on the challenge words that were decided upon.

These are the spelling words:

- | | | | |
|-------------|------------|--------------|------------|
| • excellent | • leaving | • hamburger | • thankful |
| • another | • laughter | • understand | • answer |

People Don't Always Agree

The student discusses ways of settling disagreements and learns about democracy. You may need to spend additional time explaining this abstract concept. Try to use concrete examples of democratic processes that the student may have observed.

Rewrite and Illustrate

After editing and rewriting the poem in handwriting, the student is asked to create an illustration for the poem. Allow him or her to experiment with light and dark shades and different intensities of colour on scrap paper.

Home Instructor Comments

Remember to complete the Home Instructor Comments at the end of Assignment Booklet 7B. Help the student gather the required projects and assignments in preparation for mailing.

ASSIGNMENT BOOKLET 7B

Grade Three Thematic
Module 7B: Days 10–18

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you are registered for distance learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

MAILING

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.

3

Grade Three

Thematic

Assignment Booklet



Module 7B:

Listen, Touch, Taste

Day 10 to Day 18

FOR TEACHER'S USE ONLY

Summary

	Your Grade
Assignment 1	
Assignment 2	
Assignment 3	
Assignment 4	
Assignment 5	
Assignment 6	
Assignment 7	
Assignment 8	

Teacher's Comments

Grade Three Thematic
Module 7B: Listen, Touch, Taste
Assignment Booklet 7B
Learning Technologies Branch

Cover Art: Photodisc/Getty Images

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Assignment 1

Spelling Pre-test

Write each word as your home instructor says it.

Assignment 2

Egypt and Senegal

Read the following table to find out more about Egypt and Senegal.

	Egypt	Senegal
Land	<ul style="list-style-type: none">• mostly desert• farmland along the Nile river	<ul style="list-style-type: none">• swampy near the coast• savanna and forest away from the coast
People	<ul style="list-style-type: none">• a mixture of Egyptian, Bedouin, Berber, Nubian, and Greek	<ul style="list-style-type: none">• several cultures including Wolof, Serer, and Fulani
Language	<ul style="list-style-type: none">• Arabic official language• French and English also spoken	<ul style="list-style-type: none">• French official language• several indigenous languages, such as Wolof, Serer, and Fulani, also used
Jobs	<ul style="list-style-type: none">• farming, especially cotton• tourism• factories, make clothing, oil products, food, and fertilizer	<ul style="list-style-type: none">• small farms that produce cotton and peanuts• factories, make peanut products and fertilizer
Goods That Are Sold to Other Countries	<ul style="list-style-type: none">• cotton• petroleum• agricultural produce	<ul style="list-style-type: none">• peanuts and cotton• fish• petroleum products• fertilizer
Goods That Are Bought from Other Countries	<ul style="list-style-type: none">• machinery and equipment• food products• consumer goods• wood	<ul style="list-style-type: none">• food products, especially rice• machinery• consumer goods

Assignment 2 continued

Use the table to help you answer the following questions.

1. What is the official language in Egypt?

2. What is the land like in Senegal?

3. What goods do both Egypt and Senegal sell to other countries?

4. What goods do both Egypt and Senegal buy from other countries?

5. Egypt has jobs in tourism. Why do you think tourists go to Egypt?

6. Though most of the people in Senegal are farmers, the country buys food products from other countries too. Why do you think this happens?

Assignment 3

Helping Other Communities

1. Why do you think countries, such as Canada, work with communities in Africa and other parts of the world to try to make positive changes and help when a natural disaster happens?

2. What kinds of things can Canadian communities do to help communities in need around the world?

3. Name one organization or group that works to help people in communities around the world.

Assignment 4

India

Write the answer to each question. Write down the titles of the books or Internet sites that you used to find the information.

1. What goods does India export?

2. What goods does India import?

3. What are the main languages in India?

This information came from _____

Assignment 5

Map Skills

Use your atlas to help you choose the best answer for each question.

1. Which sea surrounds most of Italy?

- ☐ the Black Sea
- ☐ the North Sea
- ☐ the Mediterranean Sea
- ☐ the Red Sea

2. Which European countries have borders that touch Italy?

- ☐ France, Slovenia, Germany, and Poland
- ☐ Spain, Portugal, Australia, and Switzerland
- ☐ Greece, France, Croatia, and Slovenia
- ☐ Slovenia, Austria, Switzerland, and France

3. The distance from Switzerland to the southern tip of Italy is about

- ☐ 1000 kilometres
- ☐ 2000 kilometres
- ☐ 3000 kilometres
- ☐ 4000 kilometres

4. A country that is northwest of Italy is

- ☐ Greece
- ☐ Ireland
- ☐ Finland
- ☐ Bulgaria

Assignment 5

continued

5. A country that is south of Italy is

- ☐ Canada
- ☐ Poland
- ☐ Libya
- ☐ Japan

6. One country in Europe that is longer than Italy is

- ☐ Portugal
- ☐ Denmark
- ☐ Sweden
- ☐ Poland

7. The widest part of Italy is

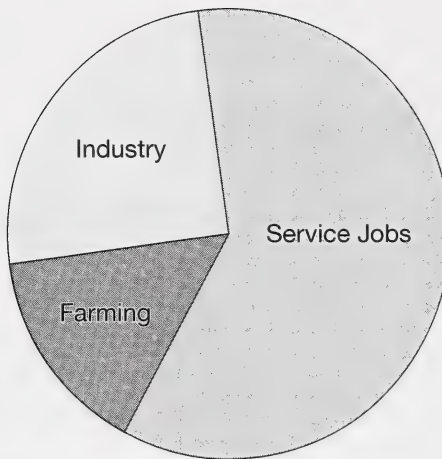
- ☐ more than 1000 kilometres
- ☐ less than 1000 kilometres
- ☐ exactly 1000 kilometres
- ☐ nearly 2000 kilometres

Assignment 6

Comparing Graphs

Look at the following graphs. Use them to answer the questions.

Jobs in Mexico

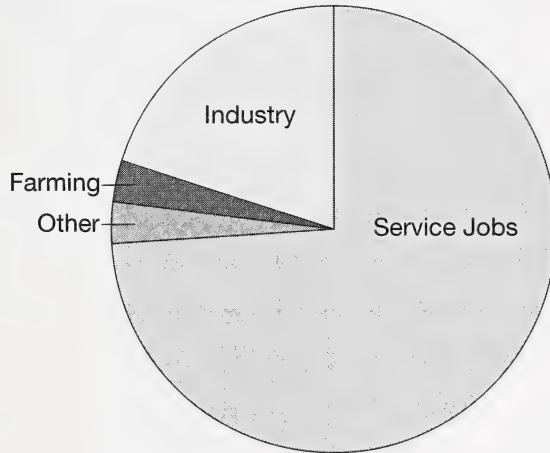


1. More people in Mexico work at _____ than any other type of work.
2. In Mexico the fewest people work at _____.
3. In Mexico more people work in industries than in _____.

Assignment 6

continued

Jobs in Canada



Compare the jobs in Mexico to the jobs in Canada. Write **true** or **false**.

4. A greater portion of the people work at farming in Canada than in Mexico. _____
5. A greater portion of the people work in service jobs in Mexico than in Canada. _____
6. A smaller portion of the people work in industry in Canada than in Mexico. _____
7. Service jobs employ more people than industry in both countries. _____
8. Farming employs less people than industry in both countries. _____

Assignment 7

My Favourite Poem

1. Which poem did you like better, "Icicles" or "Summer Rain"?

2. Give at least two reasons why you liked that poem better.

Assignment 8**Spelling Test**

Write each word as your home instructor says it.

Put a check mark beside the things you can do.

- ☐ I can divide words into syllables.
- ☐ I can name some goods that come to Canada from other places.
- ☐ I can follow written and spoken directions.
- ☐ I can tell several things about the countries I studied.
- ☐ I can use sensory words in my writing.

Student's Comments

One way that my writing has improved is _____

One thing I need to work on in my writing is _____

Check **yes** or **not yet** for each question.

The student is able to

- | | | |
|---------------------------------------------------------------------------------------------|------------------------------|----------------------------------|
| • divide words into syllables using the rules for syllabication | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • use syllabication to help read and write longer words | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • make predictions about stories, poems, or articles based on titles and illustrations | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • follow written directions to complete a recipe, experiment, or art activity | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • appreciate and explain similarities and differences between groups of people in the world | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • use map skills to locate countries on a map or globe | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |

Additional Comments

Use this space to make comments about your student's auditory memory and ability to follow oral directions. Can the student follow three-part directions easily?

Do you have any questions or comments about this part of the module?

Module 7B

Items to Submit

Check each item as you include it for mailing to the teacher.

- ☐ **Day 10:** Taste Test Record Sheets
- ☐ **Day 12:** recipe card and recording of family recipe
- ☐ **Day 16:** world map
- ☐ **Day 18:** poem with illustration
- ☐ **Day 18:** Assignment Booklet 7B